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TITLE [Elementary Career Education Units: Grade 3.]
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IDENTIFIERS *Radford Career Education Program

ABSTRACT

The guide is one of a series developed in a pilot project to integrate career education concepts with traditional subject matter and topics in elementary grades K-7 and in special education. Developed by teachers in the Radford, Virginia, schools, the units make use of resource persons from outside the school, occupational information, interviewing and reporting techniques, parent and family involvement, hands-on experiences, role playing, and field trips. All units are organized in a column format which provides an introductory motivating activity with related resources and materials. The lessons are based on content questions, which are explored by specific techniques and activities and supported by resource materials in all media. Not all data on materials are complete. For the third grade level, the units are: aerospace, dentistry, the hospital emergency room, the town, postal services, the radio station, the recreation department, school management, weather, and the zoo. (MDW)

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RADFORD CITY SCHOOL'S CAREER EDUCATION PROJECT
RADFORD, VIRGINIA 24141

INTRODUCTION TO ELEMENTARY CAREER EDUCATION UNITS

The Career Education Program of the Radford City Schools is a pilot project of research and development for career education techniques and materials. It is funded through a grant from the Office of Education which extends until December 14, 1974.

The unit approach was utilized to implement career education concepts on the elementary level. A total of 99 career education instructional units have been developed by the Radford teachers. These units were designed for use in grades K-7 and special education.

The units were developed around specific topics (clothing, weather, etc.) and incorporated the following elements:

1. Subject content relationships
2. Occupational information
3. Resource speakers
4. Interviews and reports
5. Parent and family involvement
6. Hands-on and other sensory experiences
7. Role playing and simulation activities
8. Career related field trips

The majority of the units contain more activities than would normally be included in a unit, therefore the teacher can select the most appropriate activities for her particular students. The length of time that should be spent on each unit is approximately four to six weeks.

CE 003 229

ED107888

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: THE RADIO STATION

"1460 ON YOUR DIAL"

APPROXIMATE GRADE LEVEL: GRADE 3

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673

CE003997

INTRODUCTION:

Most all children have at one time or another heard a radio program of some form. Their interest is keen enough and they are witty enough to develop their own classroom radio program. It is hoped that through this unit the class will learn about the operation and functions of a radio station as well as the job opportunities which are available to them.

BROAD OBJECTIVES:

1. To help the child see himself in relation to the radio station.
2. To help the child learn about the various qualifications and special requirements that are needed to hold a position in this industry.
3. To help the child discover the various occupations available through the radio station.
4. To help the child realize the financial set up of the radio station.
5. To help children learn how they would apply for or seek employment in this area.
6. To help children gain an appreciation and wholesome attitude toward the radio station.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
MOTIVATING ACTIVITY	Listen to a radio program or broadcast in the classroom. Discuss what have just heard- where it came from. Make a bulletin board using title of unit and sound waves moving toward an ear. Put up a poster board or piece of tag board titled "New Words". Add any new words met in this unit - use them as spelling words or learn them as sight vocabulary.	
1. What is a radio station?	Class discussion.	
2. Why do we have radio stations?	Class discussion. Make a list or chart of the different reasons we use radio stations.	
3. Does Radford have a radio station? Where is it?	Field trip. Write stories or reports about visit.	Radford Radio Station.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
4. How do we actually hear the radio programs? What is involved? (bring in sound & sound waves)	Use transparencies. Teacher prepare showing sound waves.	
	Read story from reading book.	Ring Around the World.
	Filmstrip.	F-S47 An Introduction to Sound.
	Books.	Geralton, James. The Story of Sound. Irving, Robert. Sound & Ultrasonics. O'Neill, Mary L. What is That Sound. Sootin, Harry. Science Experiments with Sound. Wolff, Janet, and Owett, Janet. Let's Imagine Sounds. National Teachers Association Energy in Waves. "Sound" The Golden Book Encyclopedia. Childcraft.
	Set up a filmstrip learning center. The children can work in small groups and view and discuss these filmstrips.	Sights and Sounds of America with record F-A33 F-A38 F-A43 F-A48 F-A34 F-A39 F-A44 F-A49 F-A35 F-A40 F-A45 F-A50 F-A36 F-A41 F-A46 F-A37 F-A42 F-A47

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Experiments involving sound waves.	Energy in Waves. National Teachers Association. Science Experiments with Sounds. Sootin, Harry.
5. What jobs are found at the radio station?	Class discussion. Use comic books.	C281 Popeye and Communication and Media Careers.
	Use cassettes.	CE-CT-A53 Broadcast Technician. CE-CT-A53 Radio - TV Announcer.
6. Are all the people responsible for a broadcast at the station? Where are they?	Class discusiion.	
7. What are the duties of the various people involved? What requirements are needed to hold each position? Is any special training or talents required?	Review cassettes.	
	Resource person.	
	Filmstrip.	CF-L1 Speaking & Writing.
	Class discussion.	
	Make tape recordings of the class members reading various types of material to show the importance of a clear distinct voice when preparing a selection for a broadcast.	Tape recorder - cassette tape

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
8. What happens if a radio broadcaster gets sick?	Class discussion. Resource person can discuss. Interview - a group of children can do this as a project and present it to the class. Role play this situation.	
9. How are radio stations financed?	Class discussion. Pretend to try to sell ads to finance a special radio program - just how would you go about it?	
CULMINATING ACTIVITY	Make a microphone - set up a radio station - prepare a broadcast complete with commercials, news reports, music, etc. Can present news to the class in this fashion.	

BIBLIOGRAPHY

Books: (children)

Geralton, James. The Story of Sound.

Irving, Robert. Sound and Ultrasonics.

O'Neill, Mary L. What is That Sound.

Sootin, Harry. Science Experiments with Sounds.

Wolff, Janet and Owett, Janet. Let's Imagine Sounds.

Ring Around the World.

Books: (teacher)

National Teachers Association. Energy in Waves.

"Sound" The Golden Book Encyclopedia. Childcraft.

Comic book:

Popeye and Communication and Media Careers.

Filmstrips:

F-S47 An Introduction to Sound

Sights and Sounds of America - with record:

F-S33	F-S39	F-S45
F-S34	F-S40	F-S46
F-S35	F-S41	F-S47
F-S36	F-S42	F-S48
F-S37	F-S43	F-S49
F-S33	F-S44	F-S50

CF-L1 Speaking & Writing

Cassettes:

CE-CT-A53 Broadcast Technician

CE-CT-A53 Radio - TV Announcer

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: AEROSPACE - BLAST OFF!

APPROXIMATE GRADE LEVEL: GRADE 3

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673

INTRODUCTION TO: AEROSPACE - BLAST OFF!

Many third graders are interested in space and space travel. Although the jobs in this area are decreasing, it seems that a unit of study in this area is acceptable since the children express a desire to learn the subject matter. It seems that the children should know about any field where jobs are diminishing as well as flourishing in order to have a realistic picture of the "World of Work".

OBJECTIVES:

1. To help each child realize his position or relationship to space.
2. To help each child learn about the jobs and opportunities available in the area of aerospace.
3. To help each child gain knowledge about the requirements and qualifications in this area.
4. To help child learn about the cost of the space program and why the figures seem large.
5. To give the child guidance so that he understands that if he chooses a career in this area that he will be competing with many others and that at present job opportunities are small.
6. To help the children learn how they go about applying for the jobs in this area.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
MOTIVATING ACTIVITY	Make a bulletin board about space. Put circles of different sizes on the bulletin board, then put question marks on each circle. The circles represent the different planets. Title the bulletin board "What Are These"?	
	Make a display of books about space and space travel. Plan these as free reading materials.	You Will Go To The Moon. Mae Freeman. Space Travel. Jeanne Bendick. Man & Space. Arthur Clarke. By Space Ship To The Moon. Mae Freeman. Space Flight & How It Works. William Gottlieb. Men Behind the Astronauts. Wayne Hyde. A Book of Astronauts For You. Leonard Kessler. You and Space Travel. John B. Lewellyn. Space Travel. Ley Willy. True Bock of Space. Illa Podendorf.
	Put up pictures about space program - pictures available from Kodak	Sandy has in her room.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What is space? What does the word mean to you? (relay the meaning at hand to the outer limits, beyond our grasp)	Class discussion. Use this opportunity for space exploration in P. E. Let each child find his own space and experiment with different movements - see how tall, small, wide, etc. you can be in your space.	
2. What do we find in outer space?	Let children make a list of things that can be found in outer space. Make a chart which can be added to.	
	Transparencies & duplicating masters.	Tr 4c-906 The Solar System Tr 4c-907 Outer Space
	Read pp. in Science book.	Concepts in Science
	Read story in reading book.	Widening Circles
	Filmstrips.	F-S55 Stars and Galaxies F-S56 Comets and Meteors F-S57 Earth's Satellite, the Moon
3. What is a constellation?	Filmstrip.	F-S54 Constellations
	Book.	Stars. H. Zim

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Use overhead projector and construction paper and make the different constellations - use pins to make the holes so that when the paper is placed over the screen the light can shine through the holes - tell about the different constellations. Cut out stars from white or yellow construction paper and paste on a dark piece of paper to make the constellations at night in the sky - use for a bulletin board.	
4. What are the different planets? Which one is the smallest? the largest? Which one is closest to the sun? fartherest away?	Refer to Science book. Label the different circles on the bulletin board (from the beginning of the unit) to show the planets in relation to the sun. Make up a song about the planets. Write stories about which planet you would like to visit and why. Start a vocabulary chart listing all new words encountered so far.	Concepts in Science.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
5. What do we know about each planet?	Class discussion after reading in science book.	Concepts in Science.
	Oral reports - individual or group.	
	Set up a learning center about the planets. Have stories or whort sketches about each of the planets and worksheets or questions to accompany the stories. Let the child read about the planet and then answer questions. There should also be answer sheets so that the child can check his answers.	
	Have a short skit with different children assuming the role of the different planets. In the skit they can reveal information about their planet.	
	Make paper mache replicas of the planets and the sun. Hang them around the room.	Balloons, paper mache mix, string, tempra paint, brushes
	Filmstrips.	F-S58 The Sun and Its Planets. F-S59 The Earth in Space.
	Review transparencies used earlier.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Worksheets involving the planets.	
6. How do we travel in space?	Discussion.	
	Make a rocket ship to be taken on an imaginary trip to the moon or one of the planets.	Chicken wire, wheat paste, newspaper
	Build a model rocket to be blasted off and parachuted back. (Sandy has the model.)	
	Transparencies.	Tr 4C-909 Space Travel
	Read poem from reading book about travel. Illustrate the poem.	Going Places, Seeing People.
	Use cassette.	CE-CT-A129 Jets and Rockets.
	Using the paper spools which the local dress factory uses to hold the thread, each child can make his own rocket.	
7. What are some of the jobs involved in space travel?	Class discussion.	
	Make a list on the board of all the ones discussed.	
	Use book from NASA as a guide - (free).	For teacher.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Study prints.	SVE BSP-155 The Astronaut - Train- and Equipment BSP-156 Countdown to Splash-down BSP-158 Building Toward the Moon
8. What are the specific duties involved in each of these jobs? What are the qualifi-cations or requirements for each job?	Teacher prepare short stories about the jobs and use them as reading lessons. Can use study prints here also. Use book. Role play the different jobs.	Men Behind the Astronaut. Wayne Hyde.
9. How do the astronauts eat in space? What kind of foods do they eat?	Class discussion. Let the class look for pic-tures from magazines. Make collage.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
CULMINATING ACTIVITY	Set up a NASA station with each person having a specific job in the flight effort. Train the astronauts. Launch the rocket and send the astronauts to the moon or a planet.	

BIBLIOGRAPHY

Books:

Bendick, Jeanne. Space Travel.

Clarke, Arthur. Man & Space.

Freeman, Mae. By Spaceship to the Moon.

Freeman, Mae. You Will Go To The Moon.

Gottlieb, William. Space Flight & How It Works.

Hyde, Wayne. Men Behind the Astronauts.

Kessler, Leonard. A Book of Astronauts for You.

Lewellyn, John B. You & Space Travel.

Podendorf, Illa. True Book of Space.

Willy, Ley. Space Travel.

Teachers - Concepts in Science.
Widening Circles.
Stars, by Zim.
Going Places, Seeing People.

Study Prints:

BSP-155 The Astronaut - Training and Equipment

BSP-156 Countdown to Splashdown

BSP-158 Building Toward the Moon

Filmstrips:

F-S58 The Sun and Its Planets

F-S59 The Earth in Space

F-S55 Stars and Galaxies

F-S56 Comets and Meteors

F-S57 Earth's Satellite, the Moon

F-S54 Constellations

Cassettes:

CE-CT-A129 Jets and Rockets

Transparencies:

Tr 4c - 909 Space Travel

Tr 4c - 906 The Solar System

Tr 4c - 907 Outer Space

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: THE ZOO - "WHO'S WHO AT THE ZOO?"

APPROXIMATE GRADE LEVEL: GRADE 3

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673

INTRODUCTION: Children are inherently interested in living things in their environment. Zoo animals, being unusual, hold a fascination for this age child and this subject affords many opportunities for the study and appreciation of the management of large and small zoos. The children will become aware of the varied occupations involved in this area.

BROAD OBJECTIVES:

1. To give the children an awareness of when, how, and why zoos began.
2. To give the children an understanding of the main classifications of animals.
3. To develop an understanding of the people needed to maintain a zoo.
4. The child will becoma aware of the importance of presenting information both orally and in written form.
5. The student will recognize the necessity for mastery of the basic skills needed for all jobs covered in this study.
6. The children will begin to understand the economics involved in maintaining our zoos.
7. To guide the children in the understanding of the difference between fact and fiction.
8. The children will begin to use resource information.
9. The children will begin to understand the importance of cooperation and sense of responsibility among the many workers necessary to maintain a zoo.
10. To help the children understand the scientific and educational importance of zoos.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. How many have visited a zoo?	Class discussions. List the names of zoos children have visited, pointing out different types.	
2. Why do we have so many different types of zoos?	Oral reports by children who have visited zoos recently.	
3. Where and when was the first zoo?	Historical facts will be given by the teacher in the form of handout material and maps, supplemented by group discussion.	The World Book Encyclopedia, 1970 Edition, pages 502-504
	Collect material for a booklet which will be added to throughout this unit and completed, if desired, as a culminating activity.	
4. What are the occupations and job requirements of the people who operate a zoo?	Write letters to various zoos requesting information and materials (using correct form).	
5. How can we obtain correct information about zoos?	Looking up information in reference books, and making written reports.	Cassettes: CE-CT-A20 -"Robert and His Father Visit The Zoo" CE-CT-A107 - "I Want To Be A Zoo-Keeper"
	Viewing cassettes, filmstrips (andffilms listed in film catalog).	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
		Filmstrip: CF-A57 - "Robert and His Father Visit the Zoo"
6. How much does an individual animal cost?	Special reports by children.	
7. How much does it cost to take care of animals?	Bring books from home and set up a lending library in the room, using student helpers. Separate books into fact and fiction. Writing and solving problems dealing with actual costs of animals.	Books: Hornblow, Leonora. Animals Do The Strangest Things. Bridges, William. Zoo Careers Henried, Lorraine. I Know A Zoo Keeper. Shay, Arthur. What Happens At The Zoo. Munari, Bruno. Zoo Moore, Nancy. The Unhappy Hippopotamus. Miklowitz, Gloria. The Zoo. Meeks, Esther K. Mammals.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
8. What are the characteristics of the main class of animals?	Reading from text book - class discussion. Field trip to Biology Lab at Radford College. Preparing a bulletin board using pictures of zoo animals and study prints. Children will choose an animal in which they are interested on which to do special research. These will later be taped and presented as a program. Constructing paper mache' animals found in the zoo, and make a minature zoo using cut-outs for people involved. Making a display of zoo animals, using paintings, drawings, clay models, shadow boxes, etc. Children will choose their favorite media.	Text Book: Concepts in Science III Harcourt, Brace Co. Biology Lab at Radford College. Study Prints: SVE (with record 12.00 without record 5.00) BTSP - 112R Zoo Animals Reference books in library. Science text books. Free Materials: 1. Poster - "Principles of Laboratory Animal Care." Address: National Society For Medical Research 1130 Massachusetts Ave. N.W. Suite 103 Washington, D.C.20005 2. "A Visit To The Children's Zoo" (Animal descriptions in rhyme, grade 1-4 teachers only, 12 pp.) Address: Eli Lilly and Company

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
		Address (cont.) Public Relations Services 307 East McCarty St. Indianapolis, Ind. 46206 3. "Visit To The Children's Zoo, A" (Booklet of humorous rhymes about eleven different animals) Classroom quantities. Same address as 2.
	Writing poems and stories. Making a collection of poems and songs about zoo animals.	
CULMINATING ACTIVITY	Preparing and presenting a program about careers involved in maintaining a zoo. This could be presented as a radio or television program for parents or other classes. All of the activities used during this unit would go into the making of this final activity.	

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: RECREATION DEPARTMENT - "THINGS GO BETTER WHEN WE WORK TOGETHER"

APPROXIMATE GRADE LEVEL: GRADE 3

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-5673

THE RECREATION DEPARTMENT - "THINGS GO BETTER WHEN WE WORK TOGETHER".

Since most third grade students show an interest in all areas of recreation and enjoy competition with their peers, it seems appropriate to implement a unit on the Recreation Department. Because many are already involved in the recreation programs, it will be familiar to them and for those who are not involved it will stimulate them. We feel that the children need to become aware of the interest that the community contributes to the Recreation Department. The unit will attempt to cover the various occupations and activities associated with the Radford Recreation Department.

BROAD OBJECTIVES:

1. The children will become aware of themselves as participants in the activities offered by the recreation department.
2. The children will need to become aware of all the jobs and the requirements involved in the management of a successful recreation program.
3. To help children realize that these facilities are mainly financed by taxes paid by their parents.
4. To give children guidance in decision making.
5. To emphasize the basic skills required and the importance of this as related to the recreation department.
6. To help each child realize how he must apply for a job in this area.
7. To help children realize that many people donate their time to these programs.
8. To help children recognize the need for good sportsmanship.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. How many of you have played any kind of ball or went to the playground this past summer?	Class discussion. Draw a picture, write a poem or story about summer activities to be used on bulletin board.	
2. Where are the playground areas?	Field trip to differend playground areas. Filmstrip on importance of good manners. Draw map of town locating different areas.	See if First Virginia Bank has small individual maps.
3. Where is the recreation department located? Why is it placed there? (in center of Radford)	Class discussion.	
4. What are the different things or services offered by the department?	Discussion - bringing in the library filmstrip.	CF-A59 Library Workers - Cassette CE-CT-A2. CF-A152 The Library and the Librarian CF-A238 A Visit to the Library
	Field trip - allow children to obtain a library card and check out books.	Go to recreation department.
	Cassettes	CE-CT-A118 Getting to Know the Library CE-CT-A103 I Want to Be A Librarian (book bag)

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Make some type of reading chart or bulletin board to motivate children to read books.	
	Make a miniture library within classroom.	
	Make a display in library of any books that relate to this subject.	
5. Who are the people involved in making our recreation department successful?	Make chart listing various jobs, names and duties - language - capitalization and last names.	
	Resource persons from recreation program and library.	
	Filmstrip	CF-A155 Recreation, Park, & Playground Workers
	Interviews for different duties.	
	Role-playing - pretend you are one of these people and act out his or her job.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
6. How would you apply for one of these positions? What are the job requirements?	Discussion dress, manners, applying for job. Filmstrips Cassette	 CF-L3 The Job Interview CF-A37 The ABC's of Getting and Keeping A Job - Cassette CE-CT-A7 CF-A38 Preparing For The Job You Want CE-CT-A43 Dress For Interview
7. How is the recreation program supported financially?	Interview parents or someone in recreation department. Class discussion.	
8. Who are the paid workers? What about those who aren't paid?	Bring in a volunteer parent or recreation department. Perhaps parent or older brother or sister could come and referee a ball game.	
9. What is good sportsmanship?	Filmstrip Make a chart listing things they feel makes a good sport. Bobcat visit class and talk about good sportsmanship. Role-play good sport and poor sport.	

CONTENT QUESTIONS	CULMINATING ACTIVITY	RESOURCES AND MATERIAL
	Plan a class ballgame - make a microphone - select someone to assume duties of recreation director and broadcast the game, play by play. Teach song "Take Me Out to the Ballgame". Have a sports day - boys could wear any uniforms and girls could wear any that they have. Make displays of trophies or awards. Bring in baseball and football cards and make a display. Make banners and decorate the room.	Mrs. Conrad has words.

BIBLIOGRAPHY

Filmstrips:

CF-A59 Library Workers

CF-A152 The Library and the Librarian

CF-A238 A Visit to the Library

CF-A155 Recreation, Park, and Playground Workers

CF-L3 The Job Interview

CF-A37 The ABC's Getting and Keeping A Job

CF-A38 Preparing For The Job You Want

Cassettes:

CE-CT-A21 Library Workers

CE-CT-A118 Getting to Know the Library

CE-CT-A103 I Want To Be A Librarian (book bag)

CE-CT-A7 The ABC's of Getting and Keeping A Job

CE-CT-A43 Dress for Interview

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: LET'S GO TO TOWN

APPROXIMATE GRADE LEVEL: GRADE 3

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: Let's Go To Town

This unit covers the different occupations that may be encountered on a simple trip to town. This unit was developed with the hope of making the class members more aware of Radford City and the many occupations that they may meet everyday. This unit provides for various forms of creative expression and it is hoped that from this unit the personality of the child can be shown.

MOTIVATING ACTIVITIES	RESOURCES AND MATERIALS
Make a car out of box - will be used for role-playing.	Refrigerator box Paint
Using opaque projector blow up pictures of mother and two children(make poster board size people and cut them out) introduce them and tell children that they are going to follow the mother and children to town. On the way cover the different occupations- could put them on bulletin board.	Poster board
Could also make puppets to represent the three.	Wheat paste
Give the family members names. Poem - read and discuss.	Poem: "Saturday Shopping" - Childcraft Vol. 1
Book - read and discuss.	Book: Little Auto - Lois Lenski

BROAD OBJECTIVE: (1) To help class members become more aware of Radford City and the many occupations that are encountered everyday.
(2) To develop an awareness of the duties involved in each job.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Where are we going today?	Make a list of different places you want to take the family. As you go to each place list the occupations that were found there. Guide the children so that such occupations as these will be covered: 1. filling station attendant 2. store clerk 3. policeman 4. garage mechanic 5. jeweler 6. bank teller 7. food store employees a. meat clerk b. check-out clerk c. stock--clerk	Material needed: Chart paper Magic marker
	Filmstrip - view and discuss.	Filmstrip: Series #8990 p.10 Going Downtown Encyclopaedia Britannica
	Let the children list the different people and jobs that they meet in the course of a day--each child make his individual list. Do it at the beginning of the unit and again at the end. Make a bulletin board using study prints.	Study prints: SVE Urban Life Picture-Story Set SP-127 Neighborhood Friends and Helpers.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
2. Who works at a filling station?	Put this on list-let a different child do it each time you meet a new occupation.	
	Book - read and discuss.	Book: Let's Go To A Garage- J. M. Goodspeed
3. What does he do?	Filmstrips-view and discuss.	Filmstrips: 107H The Automobile Service Station Eye Gate-Some Neighborhood Helpers F-R20 The Gas Station Attendant-in library ECF111Service Station- edu-craft
	Using car, role-play a situation which calls for use of a filling station attendant.	
	Song: Introduce and sing.	Song: "The Service Station" - Discovering Music 2
	List the department store helpers on a chart.	
4. When you go into a department store and want to buy something, who helps you?	Filmstrip and record-view, listen and discuss.	Filmstrip and record: Eye Gate - W400B Retail Clerk
	Role play a situation where the family goes into a department store and purchases some article.	

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Book - read and discuss.	Book: I Want To Be A Sales Clerk- Eugene Baker
5. What person can you see downtown who doesn't work in a store or a shop, but who helps us?	Lead children in discussion letting them present their ideas.	
	Have a "grab bag" with articles in it which would be identified with the policeman. Take different articles out(one at a time) and discuss possible occupations where the article might be used. Put all the articles together and the occupation will lead to the policeman. Arrange articles on bulletin board.	Material needed: Whistle Gun Badge Hat Patch(like one worn on shirt)
	Books-read and discuss.	Book: Policeman Small - Lois Lenski
	Use study prints on bulletin board.	Study prints: SVE Community Helpers Set SP-119 Police Department Helpers.
	Filmstrips-view and discuss.	Filmstrips: Eye Gate - Workers for Public Welfare. 140A Police and Police Protection F-A2 Policemen at Work(in library)

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Have one of the policemen or even a student from NRCC come and talk to the children.	Resource person.
	Books-read and discuss.	Books: The True Book of Policemen and Firemen-Irene Miner. Your Police-George J. Zaffo. Let's Go To A Police Station-Laura Sootin. Squad Car 55 - Cynthia Chapin
	Songs-introduce and sing.	Songs: This Is Music-Book 2 "Cops and Robbers" "The Traffic Cop" Discovering Music-2 "Helpers"
7. Where do you take your car when something is wrong with it? Why? Who fixes the car?	Add this to list of occupations the children are making. Film-view and discuss.	Film: 72005 Transportation Maintenance 11 min. co/bw 1969 P.E.L. State
	Book-read and discuss.	Book: Let's Go To A Garage-J. M. Goodspeed
8. What tools does he use?	Have someone come in and talk about his job, discussing the tools he uses, what time he goes to work, and what his work is like.	Resource person.

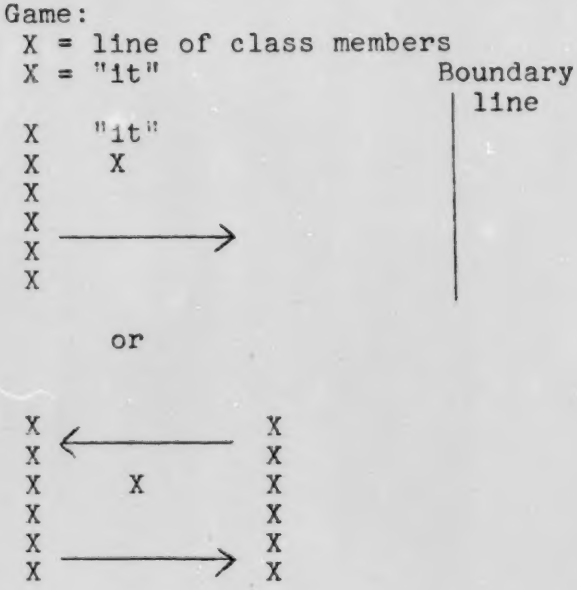
CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Field trip-perhaps children could visit garage and see these men in job situation and interview them-could see who else works there. Perhaps some of the boys will enjoy role-playing and repairing something about the class car.	
9. Susan broke the fastener on her bracelet and her mother said they would take it to have it repaired. Where will they take it? Who will fix it?	Another occupation to add to the children's lists. Have a display of jeweler's tools, if possible.	
10. Would you have to have good eyesight in order to repair jewelry? Why or why not? What things does he use to help him in his job?	Have someone come in and talk about his job. Set up a jewelry store. Using a bead kit make different pieces of jewelry and repair broken pieces.	Resource person. Bead kit: B-113 Pixie Beads $3.50 per 1000 B-118 Fine Elastic Car $6.00 per 144 yd. Magnus Craft Materials, Inc. 109 Lafayette Street New York, N. Y. 10013
11. Mrs. Jones had to go to the bank. Can anyone tell me what the lady who waited	Add this to the list of occupations the children are making; read & discuss book.	Book: Let's Go To A Bank- Laura Sootin

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
12. Have you ever been to a bank? What does a bank teller do?	Plan a visit to a nearby bank, interviewing the bank tellers and watching them at their job. Write stories about a bank teller and the job using the field trip as a reference. Make deposit slips, etc. to be used in role-playing. Set up a bank and act out different situations such as depositing money. Books-read and discuss.	Field trip perhaps to the bank on Ingles Street. Material needed: Play money Books: What Can Money Do?-Jene Barr The True Book of Money- Benjamin Elkin.
13. Why would you go to a grocery store or a supermarket? Do you like to go? Why? What can you get there?	Class discussion. Add this to list of occupations. Poem-read and discuss. Make a list of things you can get at the store. Have children bring in things which can be obtained at grocery store(ex.: empty can that contained peas, empty cereal box). This will be used in role-playing.	Poem: "General Store" Childcraft Vol. 1 Material needed: chart paper

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
14. Who are the different people who work at the store? What are their jobs or duties?	Study prints-use them to make a bulletin board and lead class discussion.	Study prints: SVE Community Helpers Set SP-123 Supermarket Helpers
	Filmstrips-view and discuss.	Filmstrips: F-All The Grocer-in library ECF-110 Supermarket-edu-craf
	Book-read and discuss.	Book: Let's Go To A Supermarket- J. M. Goodspeed
	Field trip-visit a supermarket close by to observe these people in their jobs.	Field trip-supermarket
	Set up a grocery store and buy and sell groceries using the things that the children have contributed.	Material needed: Cash register
	Song-introduce and sing.	Song: "To Market, To Market"- This Is Music-Book 2

CULMINATING ACTIVITY:

CULMINATING ACTIVITIES	RESOURCES AND MATERIAL
Select a family and take it on an entire trip to town using same places imaginary family went.	
Children can make up riddles describing different occupations and people. Read them to class letting class members guess who is being described. Illustrations may accompany the riddle. Bulletin board may then be made.	
Children could also draw a picture representing their favorite occupation covered in the unit and write a small paragraph telling about the occupation and why it is their favorite occupation.	Material needed: Drawing paper
One of the last things that can be done to review the unit is a teacher-prepared tape. On the tape the teacher describes the different occupations, one at a time. The student is to listen to the tape and then write down the answer. After the entire exercise has been presented he can then check his paper by listening to the answers which are given on the same tape. This can be done individually or in small groups. It is possible to use some of the riddles that the children have written.	Material needed: Tape Tape recorder Head phones
Learn to spell the different occupational names that are covered in the unit.	

CULMINATING ACTIVITIES	RESOURCES AND MATERIAL
For physical education divide the class into small groups with each group representing a different occupation. Have one person be it. Form a straight line with rest of class members. "It" calls out a occupation and all the people representing that occupation run to a boundary line marked off somewhere behind "it". Could also form 2 lines, one on each side of "it" and have class run to the opposite side when their occupation is called(have some with the same occupation on different sides). Children could pantomine different occupations and have the class members guess the occupations. The class might be divided into teams and keep score seeing which team can guess the most occupations. Filmstrip might give them some ideas. Draw a mural depicting all the places that the children went to and all the occupations that were covered. Filmstrip-view and discuss. Film-relate the number of occupations discussed which may also render home services.	Game: X = line of class members X = "it"  Encyclopaedia Britannica Series No. 8990 p. 10 Playing Community Helpers Material needed: Paints and long pieces of drawing paper(roll). Filmstrip: SVE p. 3 Robert and His Family Film: 12205 Helpers Who Come To Our House 11 min. co/bw 1956 Radford

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Edu-craft
ECF-110 Supermarket
ECF-111 Service Station

Encyclopaedia Britannica Series No. 8990
Going Downtown
Playing Community Helpers

Eye Gate
Some Neighborhood Helpers
107H The Automobile Service Station
Workers for Public Welfare
140A Police and Police Protection
W400B Retail Clerk

SVE Robert and His Family
The Grocer

4. Films:

12205 Helpers Who Come To Our House
11 mins. co/bw 1956 P. Radford
72005 Transportation Maintenance
11 mins. co/bw 1969 P.El. State

5. Study Prints:

SVE
Community Helpers
Set SP-119 Police Department Helpers
Set SP-123 Supermarket Helpers
Urban Life
Set SP-127 Neighborhood Friends and Helpers

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: POSTAL SERVICES

"FROM ME TO YOU"

APPROXIMATE GRADE LEVEL: GRADE 3

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673

INTRODUCTION TO: Postal Services
"From Me To You"

Letter writing is included in the third grade curriculum and what better way to introduce it than through our postal services. By role playing the child can see the importance of legible handwriting and why the address must be complete. This brings the area of postal services closer to them. It is hoped that through this unit the child will become more aware of the various job opportunities found within the postal services.

MOTIVATING ACTIVITIES	RESOURCES AND MATERIAL
Teacher write a letter to class, mail it, and have it delivered to classroom. In the letter explain the new unit of study. Also, put the letter on a sheet of chart paper or poster board to make a bulletin board. Can make an envelope and attach it to bulletin board. Can use opaque projector to show and read the small letter to the class. Label bulletin board "From Me To You". Teacher will write a letter to the class on a large sheet of paper. Put it on the bulletin board and label the different parts.	

BROAD OBJECTIVE: To help children see the relationship of the postal services to their lives. 2

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Do you ever receive any mail?	Book-read to the class. Discussion	Book: Any Mail For Me?
2. How do we get our mail?	Class discussion-let children present their ideas and thoughts.	
	Film-view and discuss.	Film: Helpers Who Come To Our House 11 mins. co/bw 1956 P. Rad.
	Draw pictures to represent their ideas of how we receive our mail.	Material needed: Drawing paper

BROAD OBJECTIVE: To help children improve letter writing skills. 3

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. When you write a letter, what things must you include?	Class discussion-bring in the different things that are included in all letters(heading, greeting, etc.). Make a chart by putting a letter on paper and labeling different parts.	Material needed: Chart paper
	Can use letter written to class. Make a transparency-write a letter and as a class label the letter parts.	Material needed: Acetate sheet for transparency. Felt tip pen for writing on transparency.
2. Are all letters the same? Would you write the same type of letter to a friend as you would to a businessman?	Discuss types of letters-friendly letters, business letters-reading examples of each.	Resource persons - to tell about the form of a business letter and why students might need to use one(job application, etc.) and how different jobs require business letterswritten. Could use business majors if a college is nearby.
	Write letters-class activity. Display letters-on bulletin board.	
3. After you write a letter, what do you put it in (envelope)? Why do you use it? What do you put on the outside of the envelope?	Class discussion.	
	As a class activity make a large envelope and address it correctly. Let children address envelopes to go with the letters they have written.	Lang. book

BROAD OBJECTIVE: To acquaint children with the various types of letters (ex.: air mail, special delivery) and the costs involved in mailing different types of letters.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Is all mail classified the same?	Discuss different classes of mail. If possible, display different types. (Certified, special delivery, registered)	
2. Why do we use stamps?	Read story.	Story: "About Stamps"-Going Places, Seeing People
	View stamp collection-perhaps a child can bring one in.	Material: Stamp collection
	Design a stamp.	
3. Do all stamps cost the same amount?	Class discussion-let different ones bring in stamps to see if all stamps cost the same and are alike. Refer back to stamp collection.	
4. What is a zip code? Why do we use zip codes?	Filmstrip-view and discuss.	Filmstrip: Home Services - ECF-107 Mail Delivery
	Make Mr. Zip Code-large enough for bulletin board.- can be group project.	
	Book-read and discuss.	Book: Mr. Zip and the U. S. Mail

BROAD OBJECTIVE: To acquaint the children with the various personnel in the postal services and their specific tasks in mail delivery. 5

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Who are the different people involved in mail delivery?	Bulletin board using study prints. Filmstrips-view and discuss Rhythmic act: The Postman I came from the post office, (walk from the post office) My mail sack on my back; (pretend to carry mail on back) I go to all the houses (pretend to go to a house) Leaving letters from my pack. (pretend to drop letter into mail box) One, two, three, four (hold up fingers as you count) Who are these letters for? (pretend to hold letters and scratch read). Film-view and discuss. Song-"The Postman" Make individual mail boxes.	Study prints: Set SP121-Postal Helpers Filmstrips: F-A7 Post Office Workers F-A12 The Mailman Workers for the Public Welfare-140C The Post Office and Postal Workers Films: Mailman 10 mins. co/bw 1947 El. Rad. Exploring Music
2. Where do they work?	Filmstrip-view and discuss. Film-view and discuss. Books-read and discuss.	ilmstrip: Our Post Office-SVE p.29 221-5 ilm: Our Post Office-10804 11 mins. co/bw 1966 El. Rad. Books: At the Post Office Let's Go To A Post Office The True Book of the Post Office and Its Helpers

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
3. What are their different jobs? How is a post office divided?	Book-read and discuss. Make a chart listing various jobs. Could also use groups to explain jobs of each. Field trip Write letters asking permission to visit post office. Then write thank-you notes after visit.	Book: Behind the Scenes at the Post Office Material needed: Chart paper Visit post office
4. What are their jobs like? What are the dangers of the job?	Resource person-talk about his job. Role play different positions (Ex.: mailman in the snow, rain-sorter at Christmas time)	Resource person
5. Does anyone work in a post office at night?	Also children can write a story about this situation and illustrate it.	- :
6. What is involved in our mail delivery?	Discuss facts about the pony express. Film-view and discuss. Write stories on mail delivery. Flannel board cut-outs on mail services.	The Pony Express Film: 86004 Helicopter Carries Mail 11 mins. co/bw 1965 P. Rad.

CULMINATING ACTIVITY: 7

CULMINATING ACTIVITY	RESOURCES AND MATERIAL
Construct a post office and a street mail box. Assign different roles to different class members, (ex., postmaster) and since the children have already constructed individual mail boxes, they can write letters and put them in their mail box or in the street mail box to be picked up by the mailman. The mail will then be taken to post office, sorted and eventually delivered. Reading session can then be held. The children are to use the forms for letter-writing and correct addressing of envelopes that they previously learned. They may use stamps on their letters which they previously designed. Have mail delivery everyday with a different person as the mailman once a week. Rows become streets and the mailman sorts and delivers the mail. Include discussion of the following quotations: "Neither snow nor rain nor heat nor gloom of night, stays these couriers from the swift completion of their appointed rounds".	Materials needed: Refrigerator box Smaller box

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F-A7 Post Office Workers
Eye Gate 53E The Mail Goes Through
F-A12 The Mailman
Eye Gate 140C The Post Office and Postal Workers
Troll Associates, 1969 Special Delivery, Story of Our Post Office

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12205 Helpers Who Come To Our House
11 min. co/bw 1956 P. Radford

19104 Mailman
10 min. co/bw 1947 El. Radford

20904 Night Community Helpers
11 min. co/bw 1968 El. State

10804 Our Post Office
11 min. co/bw 1966 El. Radford

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Set SP-121 Postal Helpers

Flannel board cut-outs of postal services

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: SCHOOL MANAGEMENT

"SCHOOL DAYS"

APPROXIMATE GRADE LEVEL: GRADE 3

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673

INTRODUCTION TO: SCHOOL MANAGEMENT "SCHOOL DAYS"

Because young children today seemingly take so many things for granted, it would be enlightening to them to gain an understanding of the numerous jobs necessary for a school to operate efficiently.

BROAD OBJECTIVES:

1. To acquaint the children with the various jobs necessary for the efficient operation of the school.
2. To help the child become aware of his part in the total school program.
3. To familarize the child with the skills needed for each job.
4. To give the child a basic understanding of how schools are financed.
5. To guide the child in the realization that he does by his own actions, help or hinder the effectiveness of the school.
6. To help the child understand the process by which one would obtain employment.
7. To give the child an appreciation of the importance of the cooperative efforts of each person involved in the total school program.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Who are the people who make our school run smoothly?	Class Discussion	
2. What are the duties of each of these people?	List people who have been brought out in the discussion and then take a tour of the building pointing out different jobs. Add any jobs which were omitted in the original list.	Study Prints-SVE CSP-20 School Friends and Helpers CASSETTES: CE-CT-H10 - Building Custodians CE-CT-A42 - Become A Secretary CE-CT-A120 - Getting to Know the School
3. What training is necessary for each of these jobs?	Have the children prepare a bulletin board using cut-outs, original drawings or collages. Compose riddles or pantomine the various jobs.	CE-CT-A135 - I Want to be a Secretary CE-CT-A106 - I Want to be a Teacher - I Want to be a Librarian

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Make a collection of poetry relating to jobs - also stories. These may be taken from books or be original.	Filmstrips:
	Bring in resource people from within the school to discuss their jobs.	CF-A121 - Custodian Bus Driver
	Filmstrips and films.	CF-A152 - Library
	Have a dictionary lesson using the key words used thus far.	CF-A160 - Cafeteria Workers
		CF-110 - Helpers at School
		CF-A33 - School Helpers
		CF-A58 - School Workers
		Casette - CE-CT-A21
		CF A32 - Teacher - record C rec - A2
4. How do I fit in to the total school program:	Initiate and develop a clean-up campaign.	
	Invite the guidance counselor to discuss with the class each child's responsibility in the school program.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
5. Where does the money come from to operate the schools?	Have a resource person from school board or central office to discuss this topic. Perhaps a parent could do this. Teach telling time in connection with the school schedule. Measurement can be taught in connection with cafeteria workers. Also, this would be an appropriate unit in which to study the different food groups. Develop an awareness of managing money through their own experiences with lunch money. Set up learning centers using units of measurement and play money.	
6. How does my behavior affect the other people in the school?	Filmstrips Books Role-playing - using puppets and/ or skits prepared by the children.	CF-L5 - Manners at School - record - C rec - A32

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Suggested culminating activities: 1. Construct a cafeteria lunch counter. Role play food being prepared, served, and purchased. 2. Set up a principal's office giving special attention to the personnel and their duties as well as to the various types of equipment containe in the office. 3. Construct a television set and show a film prepared by the children depicting the jobs included in this unit.	

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: THE HOSPITAL EMERGENCY ROOM

APPROXIMATE GRADE LEVEL: GRADE 3

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673

INTRODUCTION TO: The Hospital Emergency Room

The unit on "The Hospital Emergency Room" was designed for a third grade class with the objective of developing an awareness of the jobs available in this area and of the duties of the people who perform these jobs. It is hoped that from this unit the children will realize how the emergency room and rescue squad relates to them.

MOTIVATING ACTIVITIES	RESOURCES AND MATERIALS
Bulletin board - begin and develop as unit develops-let children contribute pictures as unit progresses.	Can include on bulletin board pictures taken from disaster day-taken by News Journal.
A display of books or stories which relate to the unit.	Books: A Drop of Blood At the Pet Hospital About Miss Sue, The Nurse About Doctor John The First Book of Hospitals Let's Find Out About the Clinic Doctor's Tools Penny The Medicine Maker The First Book of Nurses The Emergency Book Mom! I Broke My Arm My Daddy is an Ambulance Driver My Mother is a Practical Nurse Greene, Doctors and Nurses, What Do They Do?, Harper, 1963.
Have children relay what they feel in an emergency.	This can be done by drawing a picture depicting an emergency followed by a discussion developing a definition of an emergency.

BROAD OBJECTIVE: To help children realize the importance of the emergency room in relation to them and the rest of the hospital.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What is an emergency room?	Class discussion.	
2. Why would we need one? Have you ever been to one?	Class discussion. Make list on chart paper. Class members can make a booklet keeping these lists in their booklet. Form a committee, too. Story-read and discuss.	Chart paper. Notebook paper. Construction paper for covers(or manila paper), staples, stapler. Story: Mom! I Broke My Arm
3. Why does a hospital need an emergency room?	Class discussion. Add these things to the list formed under question #2.	

BROAD OBJECTIVE: To acquaint children with various persons working in the emergency room and the area associated with the emergency room.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. If you go to an emergency room, who would you find there?	Study prints-add to bulletin board. Discuss various ones-teacher leading children in discussion-find doctors, nurses, aides, orderlys.	Picture-story study prints.
	Read teacher written stories about these various people-do as a whole class. Draw pictures of what you think these people would look like on job.	Can be done and memiographed, giving out individual copies, put on a sheet and shown on opaque, or put on large sheet of chart paper.
	Film-view and discuss.	Film: 75504-Nurse 10 min. CO/BW El. Rad.
2. Who else is related or concerned with the emergency room?	Teacher-directed discussion-receptionist, x-ray technician, lab technicians.	

BROAD OBJECTIVE: To acquaint the children with the various jobs or duties of those involved in the emergency room.

To acquaint children with the types of tools or materials used by these people.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What are the specific jobs of each person involved in the hospital emergency room?	Stories-read and discuss-work in committees-read books, then report to class about book telling about the jobs involved.	About Miss Sue, The Nurse About Doctor Jonn The First Book of Nurses My Mother is a Practical Nurse Doctors and Nurses, What Do They Do?
	Individual work-stories written which describe various jobs (done in form of booklet). Write down name of job-answers for each description are put on an answer sheet-SRA reading type of thing-stories are written by teacher-put on index cards.	
	Filmstrips-view and discuss.	Eye Gate 107A-The Neighborhood Doctor My Mother Has a Job W400C The Nurse
2. What types of tools or instruments do they use in their various jobs or duties?	Discussion Storyies-read and discuss.	Stories: Doctors' Tools The First Book of Hospitals My Mother is a Practical Nurse
	Make a chart showing or listing various jobs and the tools used.	Chart paper
	Make a chart of vocabulary terms.	

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Plan a field trip to the emergency room, interviewing the people and taking pictures.	Contact Kitty Campbell for field trip. Camera and film.
	Plan a discussion after the trip.	
	Write creative stories about a visit to hospital. Stories can be illustrated.	
	Display stories and illustrations on bulletin board.	
	Paint a mural showing hospital emergency room and people at work.	Roll paper, paints.

BROAD OBJECTIVE: To acquaint children with persons other than the hospital staff who also provide emergency treatment (in particular-rescue squad, ambulance service) and how they relate to us.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What other persons, in their job, give emergency type treatment?	Discussion-rescue squad, ambulance service.	
2. Are their services available to us?	Class discussion-lead into fact that often the rescue squad men give first aid before reaching emergency room at hospital.	
3. How did these people get their job?		
4. How are they related to Radford Community Hospital's emergency room?	Resource person come in and discuss his job, duties, requirements, qualifications.	Resource person.
	View some of the things used by these men and how they operate.	
	Story-read and discuss.	My Daddy is an Ambulance Driver
	Construct a hospital emergency room assigning the various roles to different members of the class. Also construct an ambulance and also assign these parts to class members. Make a stretcher.	Refrigerator boxes. Materials needed for emergency room: gauze bandages, stethoscope, tongue depressor, pretend, candy pills, individual oxygen masks, thermometer & splints, x-rays & hypo. needle

CULMINATING ACTIVITY	RESOURCES AND MATERIAL
Role play an emergency situation that calls for both ambulance service and use of emergency room-call emergency number.	
By use of teacher prepared tapes, the children can learn first aid procedures such as simple bandages. These can be done for individual or small group use. May also demonstrate before class.	Cassette cartridge. Tape recorder. Listening unit-head phones. Several triangular bandages.
Resource person tell about first aid.	Red Cross-College 1st aid.
Students should be able to list 3 things a nurse, doctor, aide attendant does and tools they use.	
List 1 thing x-ray technician and lab technician do and why they are important.	
Use words you are concerned with as spelling list for the week.	

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My Mother Has a Job - The Nurse
The Neighborhood Doctor
The Nurse's Aid. (Occupational Education series) Eye Gate, 1965.
What a Doctor Sees When He Looks at You. Educational Reading Service, 1968.

3. Films:

77504 Nurse
10 minutes CO/BW El. Radford

4. Pictures:

Copies of story and pictures taken by Radford News Journal concerning the Mock Disaster Day(held in spring, 1972).

5. Study Prints:

SVE Community Helpers
Set SP-124 Hospital Helpers

6. Single Cassette:

Getting to Know the Hospital. Troll Associates, 1971.

7. Puzzles:

Nurse. Playskool
Doctor. Playskool

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: THE WEATHER

"RAIN OR SHINE"

APPROXIMATE GRADE LEVEL: GRADE 3

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673

INTRODUCTION TO: The Weather
Rain or Shine

The primary grades provide an excellent opportunity to introduce the topic of weather and the jobs available in this area. The children are interested in weather and now is the time to build on this curiosity. It is hoped that from this unit the children will become aware of weather conditions, weather changes, weather instruments, and how they are used. It is also hoped that the children will gain an insight into how weather conditions affect their way of life.

MOTIVATING ACTIVITIES	RESOURCES AND MATERIAL
Bulletin board title: What's It Like Today? On bulletin board have a section for a calendar. In order to mark the date let children put up a symbol each day to represent the various weather conditions. As the unit progresses add things to bulletin board which relate to weather.	Material Needed: Poster board for calendar
What is it like outside today? Bring in a weather report from a newspaper or if it is possible to find out the time that the weather forecast will be presented on radio listen to weather report.	Materials: Newpaper Radio
Film-view and discuss	Whatever the Weather Educational Horizons, 1959 10 min. sound, color, an introduction to wind, rain, snow. Radford College-No. 24205
Riddle-What is it molds the life of man? What makes some black and other tan? What makes the Zulu live in trees? And Congo natives dress in leaves? While others go in furs and freeze? Poem-Whether it's cold, or whether it hot, We will have weather, whether or not.	
Filmstrip-view and discuss	Filmstrip: (F-S13) Our Weather-in the library

BROAD OBJETIVE: To increase within the children an awareness of weather conditions and weather changes as well as weather terminology. 2

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What is weather? What causes it? What causes it to change?	Discussion after film or filmstrip. Let children present their various ideas, then let someone look it up in dictionary. Start a weather booklet. Include the definition in it. New terms to use in spelling can be added to this.	Dictionary Childcraft - Vol. 9, p. 98
	Filmstrip-view and discuss.	Filmstrip: (F-S8) Weather Changes - in the library
2. What are some weather conditions? a. rain b. fog c. dew d. hail e. sleet f. wind	List these weather conditions in weather booklet. Discuss each condition. Experiments for: evaporation steam rain dew frost rainbow fog-use dry ice & put it in water. wind-run outside to feel the effects of wind there. Blow up balloons and let the air out against hand or face. Compare the difference between the wind outside and the wind from the balloon.	Childcraft - Vol. 9 Hot plate Tea kettle Dry ice Balloons Prism Also can find in: 1. Investigating Science with Children Vol. 2 The Earth Teachers Publishers Corp., Darien, Connecticut

CONTINUED 3

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Make paper snowflakes-fold sheet of paper and cut to make different shapes-put on bulletin board. Poems-read and discuss "Rain"-Robert Louis Stevenson "Ice"-Dorothy Aldis "Wind Capers"-Nancy Byrd Turner "Down the Rain Falls"-Elizabeth Coatsworth "Rain,Rain,Go Away"-Old rhyme "The Wind"-Robert Louis Stevenson "Look at the Snow!"-Mary Carolyn Davies "The Umbrella Brigade"-Laura E. Richards "Kite Weather"-Ralph Bergengren "The Wind and the Moon"-George MacDonald "The Snow Man"-Mildred Plew Meigs "White Fields"-James Stephens "Look at the Snow!"-Mary Carolyn Davies "The First Snowfall"-James Russell Lowell "Fog"-Carl Sandburg "The Romp"-Nancy Byrd Turner	

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	"Thaw"-Eunice Tietjens "Wintertime"-Robert Louis Stevenson Poems can be included in weather booklet, memorized, used in choral reading, and illustrated.	Source: Childcraft
	Learn songs about weather- "Seasons" "Snow in the Night" "Spring Song" "Miss Breeze" "The Wind Song" "The Spring of the Year" "The Wind"	Exploring Music Childcraft This Is Music
	Read stories-both teacher and children.	Stories: About Clouds The True Book of Air Around Us About All Kinds of Days About Our Weather Nimbo, the Little White Cloud That Turned Black The Wind and Peter Not Only for Ducks Where Does the Butterfly Go When it Rains? Rain Drop Splash
	Films-view and discuss	NET Rain

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Filmstrips-Air, Wind, and Weather	Eye Gate, 1958 p. 66
	Why Do We Have Rain?	Filmstrip House, 1956
	Weather Changes(in library)	F-S4(in library)
	Winds Around the World	F-S5(in library)
	Humidity	
	Moisture and Precipitation in the Air	F-S7(in library)
	View and discuss filmstrips	
	Transparencies-discuss The Water Cycle	Tr 821(in library)
	Read weather reports in newspapers for duration of unit or listen to them on radio or TV	
3. What are clouds made of?	Film-Water, Water, Everywhere	Coronet 1954
	Filmstrip-view and discuss Finding Out About the Clouds 27 frames, captions, color, kinds of clouds, and also dew and frost.	SVE, 1959
	Where Do Clouds Come From? (a girl does experiments to learn what makes clouds form)	First Experiments About Weather Series-Jam Handy, 1955 p.50.
	Class discussion.	

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Poems-"Clouds"-Christina Rossetti "The Cloud"-Percy Bysshe Shelley	Childcraft Favorite Poems-Helen Ferris, Doubleday & Co., Inc., Garden City, N.Y.
	Experiment-make clouds-p.80	Investigating Science with Children, Vol. 2
4. Are there different types of clouds? What are they?	Show pictures with different types of clouds.	Cloud chart-11"x17" $.35 35 color illustrations. Cloud chart-18"x22" $.55 35 color photos Cloud Chart P. O. Box 8615 Richmond, Va. 23226 Get additional charts from: United States Dept. of Documents Washington, D. C.
	Draw different cloud types for booklet, labeling each type and describing briefly. Filmstrip-if don't use under question 3 can use here. Finding Out About Clouds Pretend that they are a type of cloud and personify it, moving as it would move and giving the sounds that it would make. Make different cloud types for bulletin board.	Cotton

BROAD OBJECTIVE: To introduce the children to various weather instruments, and how they are used.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What instruments are used in making a weather report?	Use book.	Weather Instruments-How They Work
	Make a list for booklet-make reports on different instruments to be included in booklet.	
	Make different instruments. Children can bring in materials to be used.	Childcraft, Vol. 9 Investigating Science with Children, Vol. 2
	Make a chart collecting information from these instruments.	Xerox sheets
	Use weather information and 16 color cloud pictures.	How to Forecast the Weather Cloud Chart P. O. Box 8615 Richmond, Va. 23226
	Filmstrips-view and discuss Weather Maps and Weather Forecasting How to Forecast the Weather	Filmstrip: Eye Gate - p.66 F-S6(in library)
	Field trip-visit college and view their weather instruments.	Radford College
	Take a walk around school or perhaps a neighborhood block watching for such things as types and shapes of clouds, any fog, dew, frost, wind direction, & any instrument that might be out which is used in measuring weather.	Field trip

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Display different instruments.	Instruments: Rain gauge U.S. weather map(in library) Barometer(in library) Hygrometer(in library)
	Use weather kit.	Weather station kits(in library)
	Films-view and discuss.	Films: 00805-How Weather is Forecast 10 min. co/bw 1953 Radford 48704-Measuring Temperature 10 min. co/bw 1952 Radford

BROAD OBJECTIVE: To help children realize how the weather can affect them and their ways of life.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What difference can the weather type make?	Resource person-have someone come in from airport and tell how the weather can affect them.	Resource person
	Role playing-pretend that they are someone living in Alaska, Hawaii, or Switzerland. How would their lives be different? Could they still do all the same kinds of things that they do in Radford? Why or why not? Discuss how weather affects travel, activities, and transportation of goods. Make a wall chart of affects of weather-this chart can be put into weather booklet.	
	Film-view and discuss.	Film: 15705-How Weather Helps Us 11 min. co/bw 1958 Radford
	Dress the boy or girl on flannel board according to weather conditions of the day.	Material: We Dress for the Weather-Instructo-in kindergarten

BROAD OBJECTIVE: To create an interest and awareness in jobs available in the area of weather.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What are the different jobs that are found in weather?	Invite someone in from radio station or college professor come in and talk about the different people who are involved.	Resource person
	If possible, locate a weather station nearby. An excursion could be arranged so that children can see these people at work.	Field trip NRCC-has weather room
	Filmstrips-view and discuss. A Visit to a Weather Station Weatherman at Work	Source: Eye Gate p.66 Eye Gate 101H p.63
	Films-view and discuss.	Films: 67008 Weather Scientists 14 min. co/bw 1961 Radford 33204 Weather Station 10 min. co/bw 1956 Radford
	Make a microphone to use in a weather skit. Arrange a radio or TV weather report to be given by different class members on different days during a sharing or news time. They can use the weather instruments that they have made to give the report and make any weather predictions.	Let children bring in materials for this

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A Visit to a Weather Station	Eye Gate	
Air, Wind, and Weather	Eye Gate	
Finding Out About the Clouds	SVE	
How to Forecast the Weather	F-S6	
Humidity	F-S5	
Moisture and Precipitation in the Air	F-S7	
Our Weather	F-S13	
Weather Changes	F-S8	
Weatherman at Work	Eye Gate	
Weather Maps and Weather Forecasting	Eye Gate	
Where Do Clouds Come From?	Jam Handy	
Why Do We Have Rain?	Filmstrip House	
Winds Around the World	F-S4	

4. Films:

15705 How Weather Helps Us
11 mins. co/bw 1958 P.El. Radford

00805 How Weather is Forecast
10 mins. co/bw 1953 El.JH Radford

48704 Measuring Temperature
10 mins. co/bw 1952 El. Radford

Rain NET
Water, Water Everywhere Coronet, 1954.

67008 Weather Scientists
14 mins. co/bw 1961 El.JH Radford

33204 Weather Station
10 mins. co/bw 1956 P.El.JH Radford

24205 Whatever the Weather
10 mins. sound color Radford

Cloud Charts
Weather Station Kit
Transparency - The Water Cycle
Weather Instruments- rain gauge
U.S. weather map
barometer
hygrometer
We Dress for the Weather Kit - Instructio

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: "BRIGHTEN YOUR DAY FIGHT TOOTH DECAY"

APPROXIMATE GRADE LEVEL: GRADE 3

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTRO , SUPERINTENDENT

PROJECT COORDINATOR: RANDY GHT

THE CAREER EDUCATION PROGRA
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673

INTRODUCTION:

Most children in this age group have some understanding of the work done by dentists. A study of this unit will further familarize the child with the duties of the dentists and other careers related to dentistry. Hopefully the children will, to some extent overcome their fear of the dentist. How teeth develop and how to care for them will also be included in this unit.

BROAD OBJECTIVES:

1. To give the child an understanding of how the dentist helps him as an individual and to help him overcome his fears of the dentist.
2. To help the child become aware of the careers involved in dentistry and the educational requirements.
3. To give the child some understanding of the demand for dental services.
4. To help the child develop good health habits.
5. To give the child a basic understanding of tooth development.
6. To help the child realize that the responsibility for having good teeth is largely his.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. How many have been to a dentist's office?	Listening to story and class discussion.	Book: Let's Go To A Dentist. Putnam, 1959 Buchheimer, Naomi.
2. What people did you see in the office?	Show filmstrips and use cassettes.	Filmstrip: CF-A126 My Mother is a Dental Assistant. Cassettes: CE-CT-H6 Dental Hygienists. CE-CT-H6 Dentists.
3. What tools does the dentist use?	Read book and show actual tools if possible and discuss their uses. Sketch dental tools and use for bulletin board. Invite a parent who works in a dentist's office to talk to the group.	Lapp, Carolyn Lerner. Dentists Tools, Lerner, 1961. Parent.
4. How many teeth have you lost? 5. When do babies get their first teeth? 6. Why is it important to take care of your temporary teeth?	Class discussion about their own teeth.	Books: Schloat, G. Your Wonderful Teeth. Scribner, 1954. Showers, Paul. How Many Teeth. Crowell, 1962. Byrd, Neelson, Moore. Health, Book 3; pp. 58-60

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
7. When and how do you brush your teeth? 8. What else can I do to help me have good teeth? 9. Why is it important to see your dentist twice a year?	Class discussion and demonstration. Plan menus and make food charts showing a balanced diet. Prepare a bulletin board showing the four basic food groups. Collages or posters may be used. Read and discuss page 60 - Health 3. Throughout this unit have each child keep a toothbrushing chart. Write a paragraph or story about a visit to your dentist. (true or make-believe)	Model of tooth (Radford College Curriculum Lab.) Use charts ordered from: Bureau of Dental Health 211 East Chicago Avenue Chicago, Ill. 60611 (The following free material may be obtained from this address.) You Can Teach Toothbrushing S-M Your Teeth and What They Do S-4 Break the Chain of Tooth Decay - S-3 A Visit to the Dentist S-14 Swish and Swallow S-7 Dudley the Dragon C-45 Casper, the Friendly Ghost, and the Friendly Dentist Elementary School Posters 58-a-6 Your Child's Teeth 57B

CULMINATING ACTIVITY

Divide the class into small groups and set up a make-believe dentist office. Children will role play receptionist, dentist, dental assistant, dental hygienist, dental laboratory technician and patients.